


21st Century Soldier Competencies

- **Character and accountability**
- Comprehensive fitness
- **Adaptability and initiative**
- **Lifelong learner (includes digital literacy)**
- **Teamwork and collaboration**
- **Communication and engagement (oral, written, negotiation)**
- **Critical thinking and problem solving**
- Cultural and joint, interagency, intergovernmental, and multinational competence
- **Tactical and technical competence (full spectrum capable)**



Strength Maintenance Training Center

1

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power point

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Kevin L. Tarver

DATE PREPARED: 3 February 2015

LEARNING OUTCOME: The goal of this lesson is to provide an understanding of Resiliency and how it can be applied to the RRNCO's personal and professional life. The students will learn why the Army is focusing on Resiliency and how to identify situations in which resiliency concepts can be implemented. Additionally, this lesson is intended to provide training that will foster positive thought patterns and reduce thinking traps and negative thought patterns.

At the conduction of this lesson, students will be able recognize negative thought patterns in themselves, their recruits, and members of their unit, apply the ATC model to real life situations, identify thinking traps and use that information to implement real time resilience.

This lesson is associated with the following 21st Century Soldier Competencies which should be reinforced as much as possible.

- All 21st Century Soldier Competencies should be reinforced throughout the duration of this lesson.

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED: N/A

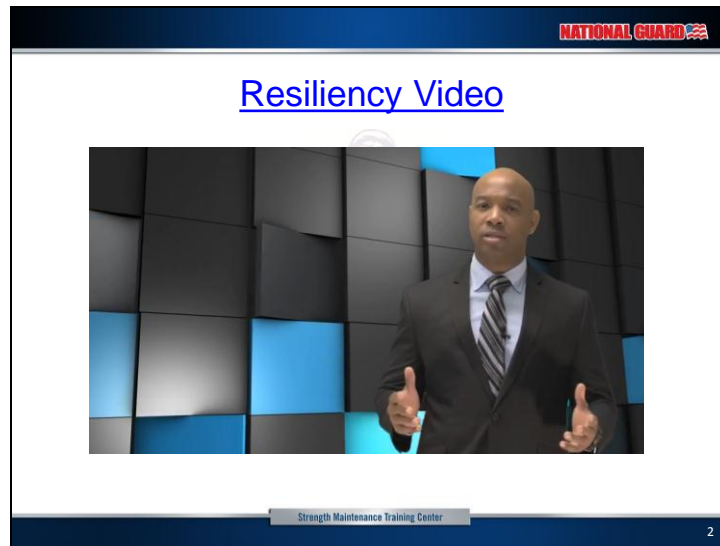
Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitation.



Concrete Experience Purpose (Facilitator prep)

The purpose of this Concrete Experience is to set the mood and mindset for the lesson to follow. This CE can be personalized by the facilitator. The following link contains an example of what the posters can say.

Copy and paste the link into your web browser.

https://ako.ssi.tradoc.army.mil/sites/ARNG/Courses/79TCC/Instructor/Apply_Resilience_Skills/Resiliency%20example%20posters.docx

After the video, the students will participate in a break out session. Break the class into groups of 4 and each group gets a different colored marker (optional as long as groups can be distinguished). There should be 6 large sticky posters around the room. Each would have a word or topic on it. Each group of students would start at one poster. They would get 1 minute at each poster to come up with definitions, examples, personal experiences, etc. to record. At one minute they would be told to switch and they would work their way around the room to each poster sort of like speed dating. (about 10 minutes)

The facilitator will then look at each poster and facilitate a quick discussion to form background recall and connections to being resilient and to set the mood and mindset for the lesson to follow.


(7 minutes). For a total of 20 minutes.

Concrete Experience

- Play the Resilient Video -

Publish and Process

- Break out session -



Terminal Learning Objective

Action: Apply resilience skills and concepts to enhance performance and build resilience.

Conditions: In a classroom environment, given Leaders charged with training and mentoring Soldiers operating in garrison or deploying in support of combat or other military operations.

Standards: Discuss resilience IAW The Resilience Factor, 01 Jan 2003 and the Walter Reed Army Institute of Research Protocol #1543, 30 Jul 2009.

Strength Maintenance Training Center

3

Terminal Learning Objective

Action – Apply resilience skills and concepts to enhance performance and build resilience.

Condition – In a classroom environment, given leaders charged with training and mentoring Soldiers operating in garrison or deploying in support of combat or other military operations.

Standard – Discuss resilience IAW The Resilience Factor, 01 Jan 2003 and the Walter Reed Army Institute of Research Protocol #1543, 30 Jul 2009.

Note: Connect the TLO to the Concrete Experience.

As you can see from the Concrete Event video we watched,



GENERALIZE NEW INFORMATION (GNI)

Learning Step Activity One – Discuss Recruiting and Retention Ethics

Method of Instruction: Facilitator

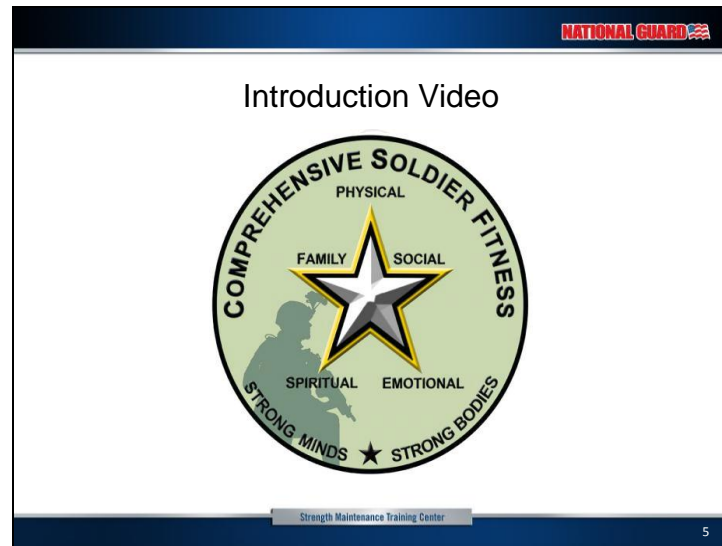
Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

- Like Equal Opportunity, Sexual Harassment, and Suicide Prevention, Resilience Training is a mandatory training requirement. For years the military has focused solely on our physical fitness. Now, we realize that our Soldiers' emotional fitness is equally important. Much of what we will discuss today can be applied both in your military career, as well as your civilian life.
- There are many Soldiers who believe Resilience Training is about sharing your feelings with others, and that it is a 'touchy-feely' topic. This couldn't be further from the truth. As you will soon see, resiliency gives us the tools to be more successful Leaders, self-improve our lives, and better influence our Soldiers. Let's take a look at a short video clip which can help us better define resiliency, and why the Army is focusing on it.

Next slide.



Say: Much time is spent 'selling' resiliency to the students. This is because in order to teach resiliency, you need to have 'buy-in'. Students must understand why learning these skills is important.

Note: Click the star on the slide to play the "Introduction to Resiliency" video.


c. Being a Soldier is a tough and hard job, which requires us to make choices sometimes which to the general public may seem cold and heartless. Great leaders are always aware that their choices have consequences and that should always weigh heavy on their minds. Would you prefer to have a leader who just directs without regard for you or what you feel, or would you prefer to have a leader who is empathic to your needs? Do you consider the leader who is empathic weak? All the skills you learn in this program are not new to the Army, for they are all Leadership skills.

d. History's greatest leaders have been empathic to their Soldiers needs. Leaders who truly care about their Soldiers produce Soldiers who will do anything for their leader. Soldiers have very few opportunities to show their boss that they care; the way they do this is by giving it their all every day. Show me a Soldier who doesn't care, and I will show you a leader who feels the same. The Army defines leadership as the process of providing purpose, direction and motivation, and true leaders are masters of this. Just following orders means that a leader just gave direction and disregarded the other two, Soldiers who have been provided the purpose of their task and motivation have no need to question orders, they want to execute them for more reasons than the rank of the individual tasking them.

Next slide.

NATIONAL GUARD

Why is the Army suddenly focusing on resilience training?




Strength Maintenance Training Center

6

Ask: Why is the Army focusing on resilience training?

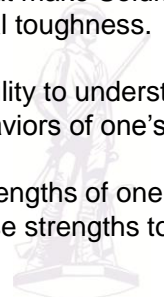
Note: Elicit responses consistent with the goals of resiliency.

Next slide.



Resiliency is...

- **learning** skills that make Soldiers stronger by building their mental toughness.
- developing the ability to understand thoughts, emotions, and behaviors of one's self and others.
- identifying top strengths of one self and others and learning to use those strengths to overcome challenges.
- using resiliency skills to strengthen relationships through communication strategies.



Strength Maintenance Training Center

7

Note: Tie student's responses from previous discussion to the bullets on this slide.

e. Resiliency is a learned skill- which means it is not hard-wired. Every individual has the capacity to learn resiliency skills to build their mental toughness. Everyone can build his/her resilience by practicing ordinary, learnable skills.

f. By understanding our own thoughts, emotions, and reactions we can better control our thought process. By understanding the way we think we can avoid negativity and look at situations differently. Although this sounds easy, many of us fall into 'Thinking Traps.' We will learn more about Thinking Traps later.

g. Much of resiliency is based on teamwork. In order to be an ideal Leader, we must know our Soldiers. We must know their strengths / weaknesses and be able to use them to overcome obstacles and challenges. When Soldiers work in teams, they can apply their different strengths to achieve the mission.

h. Using the skills we will learn in this lesson will make us better communicators. By building strong relationships and team cohesiveness, any mission can be accomplished. To insure our teammates are all on the same page, effective two-way communication is essential.

Next slide.

NATIONAL GUARD

Resiliency In Recruiting

***Sometimes
you will
need to
"carry"
your team
member...***



Strength Maintenance Training Center

8

Note: Ask students for some instances relating to Recruiting that they may need to be 'carried' by the team and other instances where the team may need to carry them.

Next slide.

NATIONAL GUARD

Resiliency In Recruiting



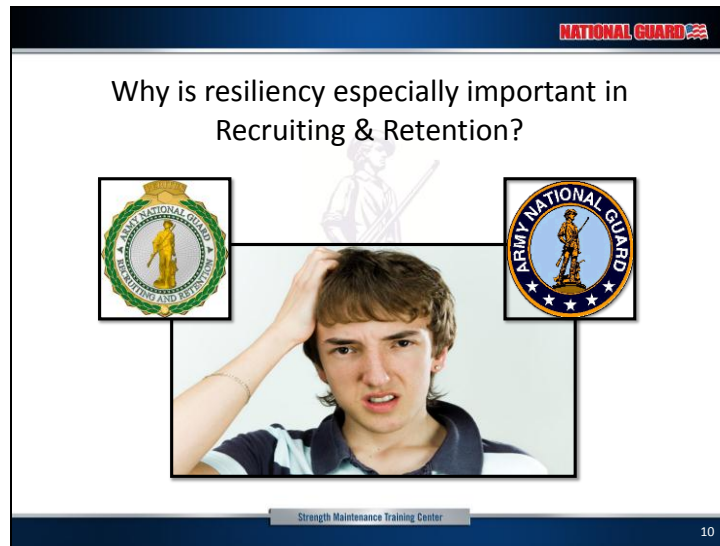
***Sometimes
your team
will “carry”
you.***

Strength Maintenance Training Center

9

Note: Ask why Resiliency is especially important in Recruiting and Retention? Elicit responses consistent with the goals of resiliency.

Next slide.




i. Resiliency is especially important in Recruiting & Retention. Every seasoned Recruiter at some point or another will fall behind mission line. Our mindset at the time is crucial in determining whether we can bounce back or whether we will continue to stay behind.

j. During our careers as Recruiters, there will be many obstacles we need to overcome. Everything from opposed parents, applicants who do not want to ship, and difficulties at MEPS all pose a potential obstacle for recruiters. A resilient Recruiter will know how to handle these obstacles and overcome them and stay successful. A non-resilient recruiter will fall even further behind mission blaming the obstacles for their own failure.

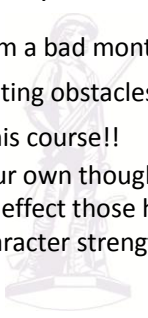
k. As would-be recruiters, you will be faced with many challenges in this course. We have high expectations and hold our students to high standards. You will have many exams and some will be very difficult. Some of you may receive a NO-GO on an exam. A resilient student will be able to bounce back from this adversity.

Next slide.



Resiliency in Recruiting

- Bouncing back from a bad month/year.
- Overcoming recruiting obstacles.
- Getting through this course!!
- Understanding your own thoughts, actions, and emotions and the effect those have on others.
- Capitalizing on character strengths; overcoming weaknesses.



Strength Maintenance Training Center

11

Note: Facilitate a discussion with the bullets in the slide.

Next slide.



Note: Explain to students the analogy on the screen. Eggs are fragile and will crack easily-so will those Soldiers who are not resilient. Resilient Soldiers are more like tennis balls- bouncing back from those adverse situations.

Check on learning:


Q - What type of skill is resiliency?

A – A learned skill

Q – What are some obstacles that newly assigned recruiters face?

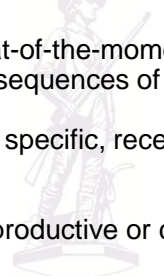
A – MEPS, opposed parents, their own attitudes etc.

Next slide.



Activation, Thoughts Consequences (ATC) Model

- Helps build self-awareness.
- Identifies your heat-of-the-moment thoughts about an event and the consequences of those thoughts.
- Thoughts must be specific, recent, meaningful and true.
- Thoughts can be productive or counterproductive.
- Have greater control over your emotions and reactions.



Strength Maintenance Training Center

13

Learning Step Activity Two – ATC Model

Method of Instruction: Facilitator

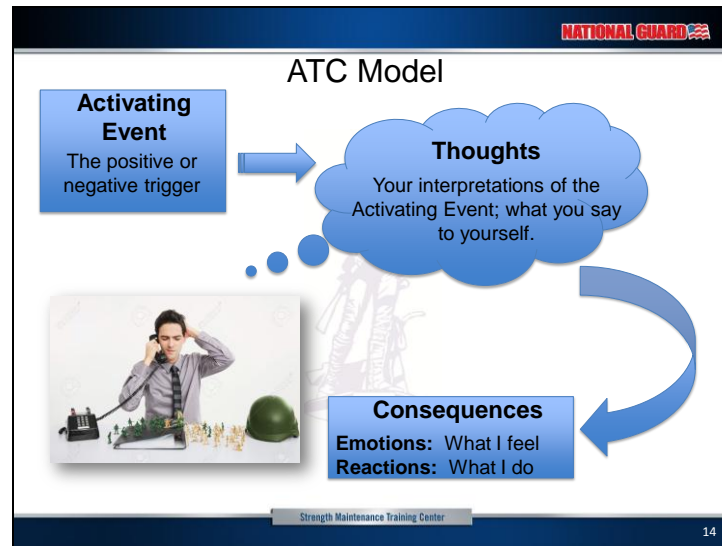
Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Say: The ATC Model, originally developed by Dr. Albert Ellis, highlights the link between thoughts and emotions/reactions. This helps build self-awareness. You use the ATC model to identify the Activating Event your heat-of-the-moment thoughts and the consequences your thoughts generate. Thoughts can be both productive and counterproductive, but must be specific, meaningful, recent, and true. If you use the ATC Model correctly, you will have greater control over your emotions and reactions.

Next slide.



Say: (Activating Event) Let's take a look at the ATC Model. There are three components. The first component is the Activating Event. An Activating event is a trigger, whether it is a challenge, adversity, or positive event. Some examples of an activating event may be either a large event (death in the family or promotion) or a small event (parking ticket). Remember, Activating Events can also be positive as well (birth of a new baby, etc). To ensure you have a complete Activating Event, ensure you have the who, what, when, and where. Remember, Activating Events must be recent, specific, meaningful, and true. Below are some examples of an activating event:

- "My grandmother passed away last night in her sleep".
- "I received a promotion yesterday at work"
- 3. "Mywifejusthadababylastnightatthehospital".

Thoughts: The next portion of the ATC Model is the Thought. Thoughts are what we say to ourselves, heat-of-the-moment, following an Activating Event. It is important to not censor your thoughts. Thoughts can be both productive or counter-productive. For example, suppose you have an activating event of "I received a promotion yesterday at work"; some thoughts might be:

- My boss recognizes my hard work
- Hooray for me!

- About time I got promoted! Noticing a pattern in your thoughts can help you to understand why you continually react the way you do.

Emotions: Emotions are feelings and are usually accompanied by physiological and behavioral changes in the body. Our emotions are driven directly from our Thoughts. Emotions are WHAT YOU FEEL. Some examples of emotions could be anger, happiness, fear, love, etc. Every Soldier has emotions that they handle effectively and others that they do not. Some people can handle the emotional “loss” (when someone dies) better than another person. Being a good Leader means to identify how you react to certain emotions. Once you do that, then you can handle them effectively.

Reactions: Reactions are behaviors to our emotions. It is WHAT YOU DO. If we feel angry, we may have a reaction of punching a wall. Reactions are generally measurable, and stem from our emotions. Reactions can also be what you do not do (for instance avoiding a person or situation). Let’s take a look at an example tying all of these together.

Next slide.



NOTE: As you click, the information will appear on the slide. Ask your audience for the information, then confirm their responses by having the information appear. The information is only a sample and many additional answers may also be correct.


Explain to the students that this is not a complete Activating Event because it does not meet the criteria. However, to save space and make it legible, the Activating Event was abbreviated. In this example, we have an Activating Event (Fight with someone you care about). Some possible thoughts this man may have is represented on the slide. Because his thoughts are all negative, he will most likely feel angry, irritated, and frustrated. The arrow to the left of the Emotions / Response box represents a common flaw in the thought process which is referred to as the self-fulfilling prophecy. Based on this man's reactions, he may cause another negative Activating Event, thus causing a vicious cycle of negative Activating Events.

Next slide.

NATIONAL GUARD

ATC Video Model

Watch this video and identify the Activating Event, Thoughts, Emotions and Reactions.



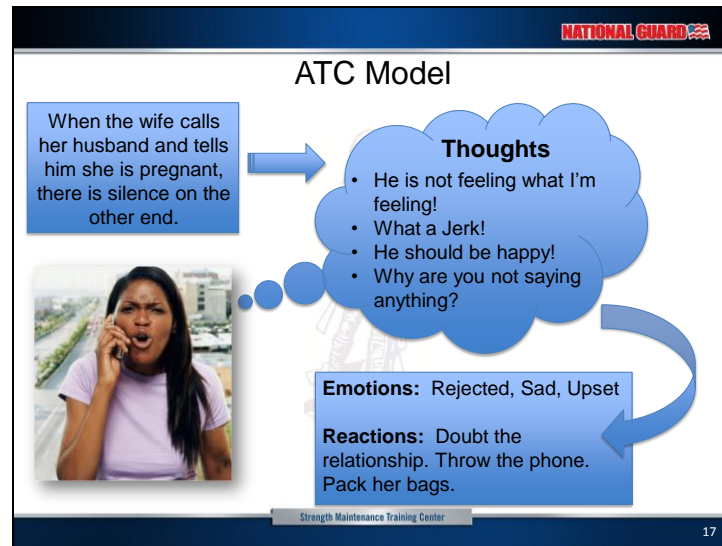
Strength Maintenance Training Center

16

Note: Issue instructions to students.


Now we will watch a short video clip of an activating event which we will later discuss. After the video is over, we will fill out an ATC model for the female. I will ask each of you to raise your hand. First, we will identify the Activating Event using Who, What, When, and Where. Next you will give me some thoughts that may be going through the female's head. Lastly, you will give some emotions and reactions.

Note: Play Video



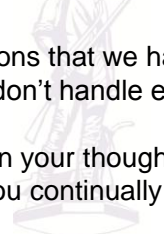
Note: As you click, the information will appear on the slide. Ask your audience the information, then confirm their responses by having the information appear. The information is only a sample and many additional answers may be correct. Only confirm responses consistent with the goals of resiliency training.

Next slide.



ATC Overview

- Emotions are feelings and are usually accompanied by psychological and behavioral changes in the body.
- We all have emotions that we handle effectively and emotions that we don't handle effectively.
- Noticing patterns in your thoughts can help you understand why you continually react the way you do.




Strength Maintenance Training Center

18

Say: By using the ATC model and understanding our own unique thought process, we can become better, self-aware Leaders. As Leaders, we are also able to identify thought processes in our subordinates as well. Doing so will encourage stronger communication and a more cohesive team.

Next slide.



*“Anyone can get angry - that is easy.
To get angry with the right person, to
the right extent, at the right time, for
the right reason, and in the right way
is no longer something easy that
anyone can do.”*

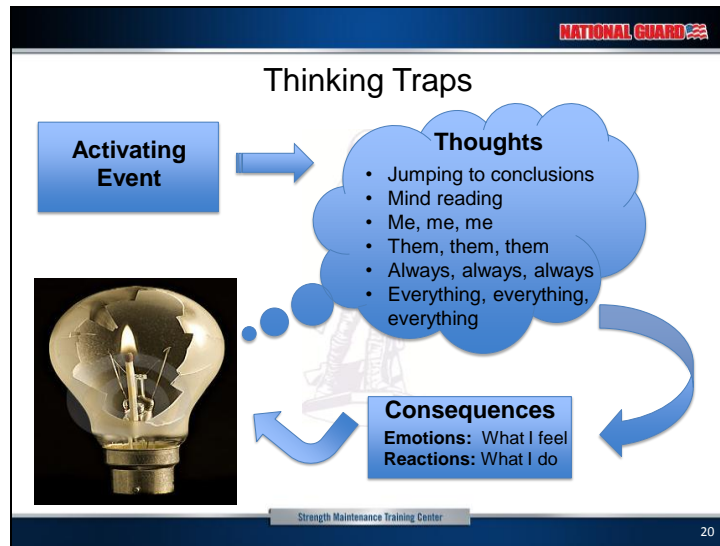
~Aristotle

Strength Maintenance Training Center

19

Note: Allow students to read this slide, as it directly relates to our thought process.

Next slide.



Learning Step Activity Three – Discuss Thinking Traps

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

Note: Facilitate a discussion about the negative effects of “thinking traps.”

Next slide.

NATIONAL GUARD

Self Fulfilling Prophecy

- Thinking traps are overly rigid patterns in thinking that can cause us to miss critical information about a situation or individual.

Strength Maintenance Training Center


21

Note: Facilitate a discussion about the concept of “self fulfilling prophecies.”

Next slide.

NATIONAL GUARD

Jumping To Conclusions




"I didn't just jump to conclusions. I hopped and skipped first."

Strength Maintenance Training Center

22

Note: Facilitate a discussion about the negative effects of jumping to conclusions.

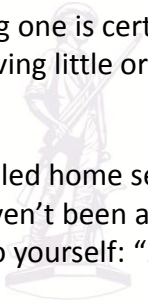
Next slide.



Jumping To Conclusions

Definition: Believing one is certain about a situation despite having little or no evidence to support it.

Example: You've called home several times during deployment and haven't been able to reach your spouse. You think to yourself: *"My spouse is out cheating on me!"*



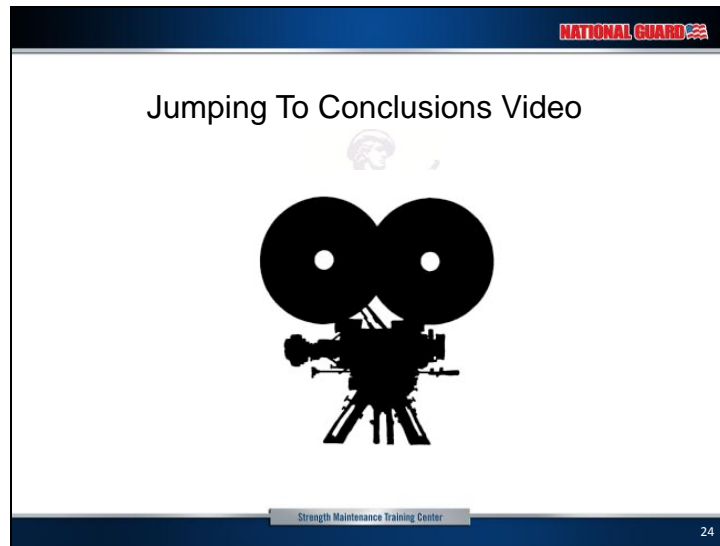
Strength Maintenance Training Center

23

Note: Continue the discussion about the negative effects of jumping to conclusions.

Next slide.

Slide 24




Note: Facilitate a discussion about the slide, drawing out opinions and past experiences.

Next slide.

Slide 25

NATIONAL GUARD

Mind Reading




Strength Maintenance Training Center

25

Ask: Who here thinks they can read minds?

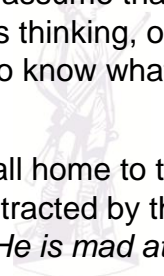
Next slide.



Mind Reading

Definition: You assume that you know what another person is thinking, or you expect another person to know what you are thinking.

Example: You call home to talk to your young son, but he is distracted by the cartoons on the T.V. You think: "*He is mad at me for being away.*"




Strength Maintenance Training Center

26

Note: Facilitate a discussion about the negative, illusory effects of assuming.

Next slide.



Me, Me, Me!

Definition: Believing you are the sole cause of every problem you encounter.


Example: There are two seconds left in the basketball game. Your team is down by 2 points and you are on the foul line. You miss one of your shots, and the team loses the game. You think: *"It's all my fault! This was a big game and I lost it for us!"*

Strength Maintenance Training Center

27

Note: Facilitate a discussion about the negative effects of assuming you are the sole cause of every problem.

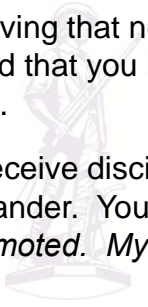
Next slide.



Always, Always, Always

Definition: Believing that negative events are unchangeable and that you have little or no control over them.

Example: You receive disciplinary action from your Commander. You think to yourself: *"I'll never get promoted. My career is over."*




Strength Maintenance Training Center

28

Note: Facilitate a discussion about the negative, illusory thinking.

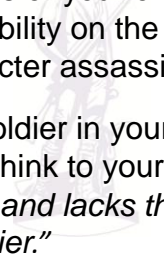
Next slide.



Everything, Everything, Everything

Definition: Believing that you can judge another person's or your own worth, motivation, or ability on the basis of a single situation (character assassination).

Example: A Soldier in your platoon needs a haircut. You think to yourself: *"He's a soup sandwich and lacks the motivation to excel as a Soldier."*




Strength Maintenance Training Center

29

Note: Facilitate a discussion about the negative, illusory thinking.

Next slide.



Them, Them, Them

Definition: Believing that other people or circumstances are the sole cause of every problem you encounter.

Example: You notice your Soldiers are screwing up a training exercise. You think to yourself: *"I have a bunch of weak Soldiers. They can't even follow simple instructions."*

Strength Maintenance Training Center

30

Note: Facilitate a discussion about the negative, illusory thinking.

Next slide.



Learning Step Activity Four – Real Time Resilience

Method of Instruction: Facilitator


Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

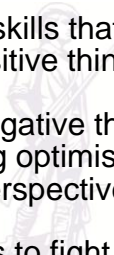
Say: Now we will take a look at Real Time Resilience, and how we should all strive to achieve this level of resiliency.

Next slide.



Real-Time Resilience involves...

- having internal skills that help you to build optimism and positive thinking.
- proving your negative thoughts false with evidence, thinking optimistically, and putting the situation in perspective.
- having the skills to fight back against counterproductive thoughts as soon as they occur so you can remain task-focused and motivated.

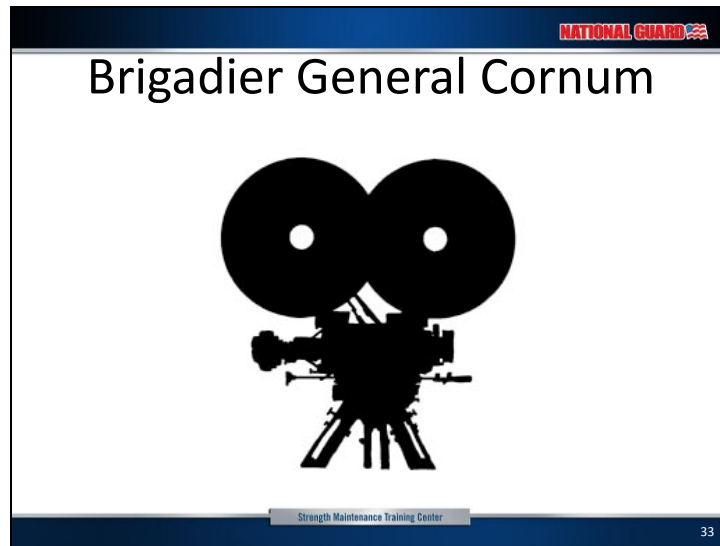


Strength Maintenance Training Center

32

Say: Real time resilience is an internal skill which occurs when you are able to shut down counterproductive thinking and therefore enable greater concentration and focus on the task at hand. Real Time Resilience involves proving your thoughts false with evidence, thinking optimistically, and putting the situation in perspective.


Next slide.



Read prior to showing the video

Say: Brigadier General Cornum is a perfect example of a Soldier who has practiced real-time resilience. BG Cornum (then a Major) was held as a Prisoner of War for eight days in Iraq in February 1991. Cornum and seven other Soldiers were aboard a Blackhawk helicopter searching for the pilot of a downed F-16 bomber. Her Blackhawk was shot down by enemy fire, killing five Soldiers, and injuring BG Cornum and two others. Cornum dug her way out of the wreckage with two broken arms, a broken finger, a gunshot wound, torn knee ligaments, and an eye glued shut with blood. BG Cornum and the two others were apprehended by enemy forces and taken into custody. While in custody BG Cornum was assaulted and raped regularly. Her counterparts, in a different cell, were also assaulted and raped. BG Cornum was interviewed regarding her incident. BG Cornum is living proof that optimism and mental toughness can go a long way. Let's watch a portion of this interview now.

Next slide.



Real-Time Resilience

- Always avoid thinking traps.
- Use **evidence** to prove a thought as false:
"That's not (completely) true because...."
- Generate a more **optimistic** viewpoint:
"A more optimistic way of looking at this is..."
- Put It In Perspective (**PIIP**):
"The more likely implication is....."

Strength Maintenance Training Center

34

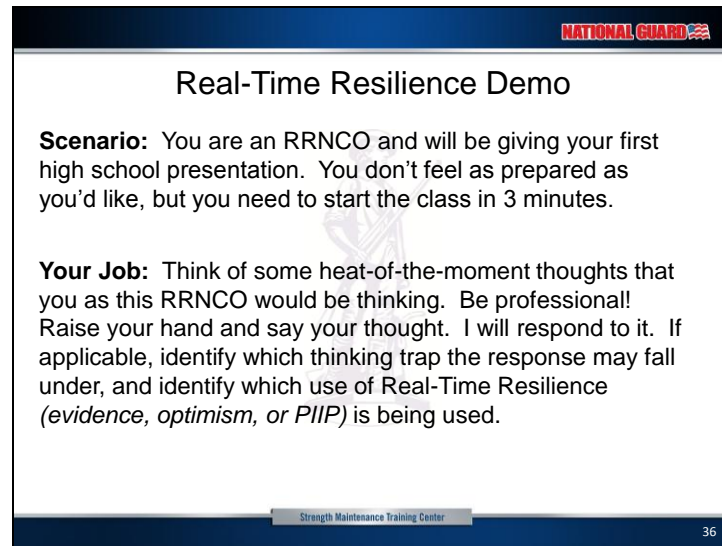
Say:

- A Soldier is practicing Real Time Resilience when they have learned to identify and mitigate all thinking traps. The three skills used to practice Real Time Resilience is to use evidence to prove a thought is false, become more optimistic, and to put the situation into perspective. Underneath these bullets are a sample 'sentence-starter' you can use to begin real time resilience thinking.
- In order to practice real-time resilience, it will take ongoing practice. Speed is not important when you're learning this skill instead, focus on accuracy of your thoughts. Over time, you will build speed and become a more resilient thinker.

Next slide.



Say: To be the most resilient Soldiers we can, we must learn to control our thoughts. There are always negative thoughts going through our mind (represented by the devil) and positive thoughts (represented by the angel). If we can filter the devil's thoughts, and focus only on the angel's thoughts, we are off to a good start. We must always ignore counterproductive thinking at all costs.



NATIONAL GUARD

Real-Time Resilience Demo

Scenario: You are an RRNCO and will be giving your first high school presentation. You don't feel as prepared as you'd like, but you need to start the class in 3 minutes.

Your Job: Think of some heat-of-the-moment thoughts that you as this RRNCO would be thinking. Be professional! Raise your hand and say your thought. I will respond to it. If applicable, identify which thinking trap the response may fall under, and identify which use of Real-Time Resilience (*evidence, optimism, or PIIP*) is being used.

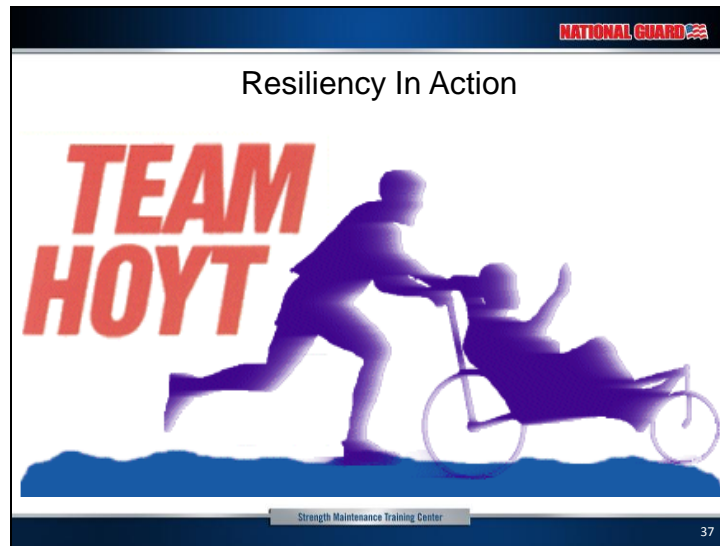
Strength Maintenance Training Center

36

Say: Let's take a look at Real Time Resilience in action. Please read the slide and understand the scenario and your job. I will demonstrate the use of Real Time Resilience. Keep in mind that this skill is internal (ie. Taking place in your mind) but for demonstration purposes we will vocalize our thoughts.

NOTE: You will give a demonstration on Real Time Resistance. As an MRT or RTA, you should feel confident in your abilities to perform this demonstration. Reiterate this scenario to the students. Inform them that they must raise their hand once they thought of a counterproductive thought. Shape your responses modeling the three Real Time Resilience Skills (evidence, optimism, and Put it in Perspective). Have Students point out which skill was being used. Demonstrate all skills at least once. Occasionally, give a response falling under one of the Thinking Traps. Allow students to identify which Thinking Trap the response fell under. Do this activity for roughly two minutes.

Say: Using Real Time Resilience will enable you to get back on track when negative thoughts interfere with your goals. This skill, if used correctly, will help lower anxiety, anger and stress so you can perform well under tough circumstances. Remember, this skill is internal (it is not to be used out loud) and not used to argue with other people.



Say: Throughout the past two hours we have learned some skills to help us in both our professional and personal lives. I'd like to end this class by showing you a video of an individual who epitomizes resilience. Listen to their story and strive to live your life like they do.



REVIEW AND SUMMARY

Method of Instruction: Facilitator
Facilitator to Student Ratio: 1:25
Time of Instruction: 10 minutes
Media: Power Point

DEVELOP

Facilitator Note: Facilitate a discussion on value and future use of the information that was just introduced.

Ask: As an RRNCO, why is it important to be resilient?

Ask: How can knowledge of this information benefit you?

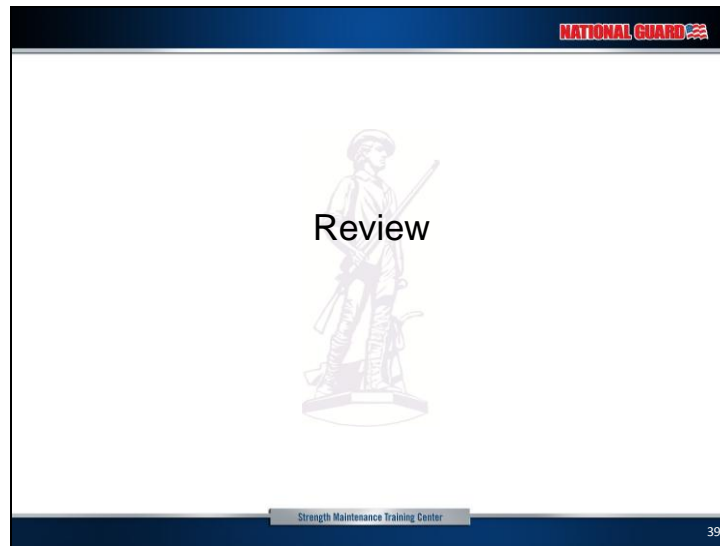
APPLY

Ask: What are some examples of a typical self fulfilling prophesy?


Ask: What does it mean to be resilient?

Ask: What happens when we assume things? Why?

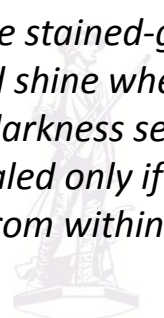
Assessment: There is no graded assessment for this lesson.



Note: During this lesson, we discussed the Army National Guard's policy on Recruiting Improperities.



*"People are like stained-glass windows.
They sparkle and shine when the sun is out,
but when the darkness sets in, their true
beauty is revealed only if there is a light
from within."*



~Elisabeth Kubler-Ross

Strength Maintenance Training Center

40